

TRAINING SUPPORT PACKAGE (TSP) LESSON PLAN



PREPARE BY
MANEUVER CENTER OF EXCELLENCE
FORT BENNING, GEORGIA

TRAINING SUPPORT PACKAGE (TSP)

[THIS IS THE TITLE PAGE]

TSP Number	[XXX-A-YYYY] [Use the numeric three digit school code (XXX), a hyphen, a one digit alphabetic code (A) (this code is unique for each proponent; each proponent will establish as many as necessary to organize their tasks), a hyphen and a four digit numeric sequence number (YYYY) that is assigned by the proponent.]
Title	[Insert the title for the TSP. If the TSP covers one task, it will be the task title. If it covers more than one TSP, use a unique title.]
Task Number(s) /Title(s)	[XXX-YY-ZZZZ, Aaaaaaaa] [Insert the number and title of all tasks trained by this TSP.]
Effective Date	[DD/MM/YY] [Identify the effective fielding date; if published as a printed document, this is the publication date.]
Supersedes TSP(s)	[List all TSP(s) that this one replaces including the publication/effective date. If the superseded TSP has one or more associated handouts, list them also with publication date(s).]
TSP User	Use this TSP in [insert all courses in which this TSP is taught.]
Proponent	The proponent for this document is [identify the task proponent.]
Comments/ Recommendations	Send comments and recommendations directly to b[insert the complete mailing address of the task proponent. If the preparing activity is other than the task proponent, list both identifying the preparing agency using the following format: "Provide a copy of your comments to the following preparing agency:", [insert the complete mailing address including attention line.]
Foreign Disclosure Restrictions	[Use the appropriate restriction statement from TRADOC Regulation 350-70, Chapter 1-1, Training Product Classification and Foreign Disclosure (FD) Restriction Statements.] [Mark this document with the appropriate security classification according to AR 380-5 and AR 25-30.]

PREFACE

[This is the preface and table of contents page.]

Purpose

This training support package provides the instructor with a standardized lesson plan for presenting instruction for:

[Insert a table for each task trained by this TSP identifying the task number, title, conditions, and standard.]

Task number:	
Task title:	
Conditions:	
Standard:	

This TSP contains

TABLE OF CONTENTS		Page
Preface	Section I. - Administrative Data	
Lesson 1	Section II. - Introduction	
[Do not number this block if there is only one lesson plan.]	Terminal Learning Objective - [Include the action statement of the objective.]	
	Section III. - Presentation	
	A - Enabling Learning Objective A - [Include the action statement of the objective.]	
	B - Enabling Learning Objective B - [Include the action statement of the objective.]	
	C - (etc.)	
	Section IV. - Summary	
	Section V. - Student Evaluation	
	Section I. - Administrative Data	
Lesson 2	Section II. - Introduction	
[Delete this section if TSP only has one lesson. Add more blocks if the TSP contains more than 2 lessons.]	Terminal Learning Objective - [Include the action statement of the objective.]	
	Section III. - Presentation	
	A - Enabling Learning Objective A - [Include the action statement of the objective.]	
	B - Enabling Learning Objective B - [Include the action statement of the objective.]	
	C - (etc.)	
	Section IV. - Summary	
	Section V. - Student Evaluation	
	A - Viewgraph Masters - [Format this section so that it can be printed single sided.]	
	B - Test and Test Solutions - [Format this section so that the test can be reproduced and used without modification. Include the solution as a separate section of the appendix.]	
	Section I. - Administrative Data	
Appendixes	C - Practical Exercises and Solutions - [Use the enclosed format for practical exercises. Include the solution as a separate section of the appendix.]	
[Delete an appendix if it is not used.]		
	D - Student Handouts [When large quantities of a HO must be distributed, they will be centrally reproduced to save resources.]	

[Lesson Title and Number]

[If the TSP cover only one task the lesson title will be the same as the TSP title.]

[Sequentially number lessons only if the TSP contains multiple lessons.] [In printed form, design this page to be right handed so that each lesson can be easily extracted and used as needed.]

[Effective Date]

[This is the effective date for the lesson.]

SECTION I. ADMINISTRATIVE DATA

[This section identifies the information needed to manage training.]

[Identify the number and title of each course in which this lesson is taught to standard.]

All Courses Including This Lesson

COURSE NUMBER

COURSE TITLE

_____	_____
_____	_____
_____	_____
_____	_____

[The same material may be taught in different courses to different audiences.]

[Identify the number and title of each task which this lesson trains or supports the training of (maybe at a higher level). Note that different lessons may address different tasks within the same TSP.]

Task(s) Taught or Supported

TASK NUMBER

TASK TITLE

_____	_____
_____	_____
_____	_____
_____	_____

[Identify any task(s) for which this TSP provides refresher or integrated training. Often a lower skill level task is a performance step for a higher level task. Training and performance of the higher level task serves to reinforce and refresh the lower skill level task.]

Reinforced Task(s)

TASK NUMBER

TASK TITLE

_____	_____
_____	_____
_____	_____
_____	_____

[Identify the total amount of time required to train each training method called for by this TSP. Then total the number of hours required to train the task.]

Academic Hours

The academic hours required to teach this course are as follows:

	PEACETIME HOURS/ METHODS	MOBILIZATION HOURS/METHODS
	/	/
	/	/
	/	/
*Test	/	/
*Test Review	/	/

*Total Hours

[If the training is tested as part of a separate test session; identify time required to test the material in this TSP and the lesson number of the test. If the material is tested as part of this unit of training, omit this block.]

Test Lesson Number

	HOURS	LESSON NUMBER
Testing:	_____	_____
Review of test results	_____	_____

[Identify lesson/TSP number and title for any task that must be trained before this TSP.]

Prerequisite Lesson(s)

LESSON NUMBER	LESSON TITLE
_____	_____
_____	_____
_____	_____

Clearance and Access

[Identify the security level for the lesson plan (e.g., unclassified, secret), any special secure room requirements, and whether foreign students may attend the class. If there are no requirements, include the following statement, "There are no clearance or access requirements for the lesson."]

[List all references that could provide an instructor with background information which would assist in a better understanding of the task/subject matter. List civilian sources by the type of source (e.g., book title, magazine, etc.), title of article (if appropriate), page numbers, and date of publication. Provide an Army source for any civilian references including a complete mailing address. Telephone numbers are not acceptable addresses.]

References

NUMBER	TITLE	DATE	PARA NO.	ADDITIONAL INFORMATION

NOTE: Make assignments so as to allow sufficient time for the students to complete the assignments by the desired due date. Explain assignments and specify due date and arrangements for collecting and providing feedback on the assignments.

Student Study Assignments

[Identify the document name(s), number(s), chapter(s), pages, and paragraphs numbers. Indicate how long the students should have to complete the assignment(s). Indicate when each assignment should be due (e.g., prior to the start of the lesson, at a specific point in the lesson, or upon completion of the lesson). State if a student study assignment is not required.]

Instructor Requirements

[List the number of instructors, demonstrators, assistance instructors required to train the task. Identify any special qualifications they must possess to train the task to standard. State if there are none.]

Additional Personnel Requirements	[List additional support personnel and any qualification requirements (e.g., bus drivers, audiovisual equipment operators, range operators, etc.). State if there are none.]
Equipment Required for Instruction	[List instructional aids, such as equipment and tools, needed to accomplish instruction. Examples include audiovisual equipment, training aids, weapon systems, trucks, etc. Provide specific nomenclature and quantity requirements. State if there are none.]
Materials Required	<p>INSTRUCTOR MATERIALS - [List required readings for instructors. List materials required for instructors that do not fit under the preceding section. These are materials that the instructor must have (e.g., map and compass). List civilian materials by type, author, title, author, page numbers, date of publication, and publisher. Provide an Army source with complete mailing address to obtain any civilian materials listed. Telephone numbers are not acceptable. State if there are none.]</p> <p>STUDENT MATERIALS - [List materials which the instructor will provide to the students before or during the class (e.g., map and compass), or which the student must bring to class (e.g., assigned text). State if there are none.]</p>
Classroom, Training Area, and Range Requirements	[List requirements for training (e.g., a wooded training area, specific weapons range, or specialized classroom that can be completely darkened). State if there are none.]
Ammunition Requirements	[List all ammunitions requirements using official nomenclature and approved basis of issue. State if there are none.]

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Instructional Guidance	<p>[List any special instructions not covered elsewhere in this document to include the course map identifying the training sequence for any prerequisite lessons covered by this or another TSP. Other information that may appear here is timelines for scheduling resources. Instructional sites may supplement this section to meet local requirements (for example, "Submit request for transportation 5 days before the start of class.)]</p> <p>[Identify the approving authority(ies) and approval date(s). The approval authority chain is established by HQ, TRADOC in TRADOC Regulation 350-70 and supplemented by specific guidance for common tasks. The task proponent is responsible for establishing the approval authority for other tasks; however, the branch safety and legal offices need to be included in the review chain. TRADOC Regulation 350-70 identifies the requirements for conducting risk assessments of proposed training activities.]</p>
-------------------------------	---

Proponent Lesson Plan Approvals	<table border="0"> <tr> <td>NAME</td> <td>Rank</td> <td>Position</td> <td>Date</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </table>	NAME	Rank	Position	Date	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
NAME	Rank	Position	Date																		
_____	_____	_____	_____																		
_____	_____	_____	_____																		
_____	_____	_____	_____																		
_____	_____	_____	_____																		

SECTION II. INTRODUCTION

[This section introduces the lesson. It establishes a framework for both the student and the instructor.]

Method of instruction _____

Instructor to student ratio is ____.

Time of instruction __:__

Media used _____

[TRADOC Regulation 350-70 identifies the methods of instruction. Count the time of instruction in hours and minutes. Identify the media used; state if none is used.]

Motivator

[Provide a short motivational introduction to the lesson. It can be a discussion, short demonstration, or videotape designed to peak the student's interest and to focus them on the material they are about to learn. It needs to clearly inform the students why they need to know the information/skill that is being covered and the consequences of poor or nonperformance. Identify the job or battlefield conditions that make learning the task essential to the soldier.]

Terminal Learning Objective

At the completion of this lesson you [the student] will:

NOTE: Inform the students of the following terminal learning objective requirements.

Action:	[Begin the statement with a single action verb that states exactly what the student will do to demonstrate competency at the end of the lesson. Use the standard verb list in TRADOC Reg 350-70.]
Conditions:	[Include any pertinent influence that will impact on the student's performance of the objective to include environment, equipment, manuals, assistance, and/or supervision requirements. Address the training conditions only. Ensure the conditions are appropriate for the TLO action statement.]
Standard:	[Clearly state the criteria for the action statement in observable and measurable terms. The standard criteria identifies how well, completely, or accurately a process must be performed or a product must be produced. Express product standards in terms of accuracy, tolerance, completeness, format, clarity, allowable errors, or quantity. Express process standards in terms of sequence, completeness, or speed.]

Safety Requirements

[Identify the general safety factors and requirements for the lesson. If the lesson contains a practical exercise that involves equipment, chemicals, or potential hazards, list the safety requirements. Use instructor notes to make specify safety points during the lesson.]

Risk

[List the risk assessment level for the lesson (i.e., extreme high, high, moderate, or low).

Assessment Level

Determine the risk assessment level as a joint action between the training developer, subject matter expert, and branch safety manager. Have it approved by the appropriate command authority. Insert a statement for the instructor to read to the students if the risk level is extremely high, high, medium, and low. A sample statement follows:

"NOTE: This class is assigned a risk level of MODERATE. Potential risks: Injuries caused by:

- Seatbelts not being secure while in aircraft.
- Rotation of rotor blades while boarding aircraft.
- Improper seating arrangement on aircraft.
- Severe turbulence while in flight.
- Injuries sustained form aircraft crashing.
- Hearing damaged by intense noise of aircraft.
- Air sickness of students while on aircraft."

Assessment Level
(continued) For every potential risk listed in extremely high, high, and medium risk lessons, include instructor notes at the appropriate place(s) in the lesson where the risk appears. Explain what actions the instructor must take to reduce the risk. Lessons with the rating of extremely high risk assessment rating must be approved by CG TRADOC before approval. Lesson with a risk assessment rating of high must have the approval of the task commandant prior to approval of that training.]

Environmental Considerations [Identify the general environmental factors and considerations. Address specific points that the instructor should convey to the students in NOTES at the appropriate points in the lesson. The factors covered should address both the training situation and actual task performance. They should focus on protecting the environment in which the students train and perform their jobs, not on how the environment affects the performance of the task. Refer to TRADOC Regulation 350-70 for information about environmental considerations to take into account during training development.]

NOTE: Add considerations that are applicable to your specific training location or installation.

Evaluation [Identify how the TLO will be tested. Provide length of test and minimum passing score.]

NOTE: Inform the students how, when and where performance of the TLO will be evaluated. Provide the length of the test or exercise and identify the minimum passing score.

Instructional Lead-in [If applicable, tie the TLO to previous learning or student experience and lead into the actual presentation. Be brief but effective].

SECTION III. PRESENTATION

- A. **ENABLING LEARNING OBJECTIVE A** [You will always have a TLO but if the task is not complex, you may not have ELOs. You would begin this section with the learning activity (ies).]

NOTE: Inform the students of the enabling learning objective requirements.

Action:	[Begin the statement with a single action verb that states exactly what the student will do to demonstrate competency at the end of the lesson. Use the standard verb list in TRADOC Reg 350-70.]
Conditions:	[Include any pertinent influence that will impact on the student's performance of the objective to include environment, equipment, manuals, assistance, and/or supervision requirements. Address the training conditions only. Ensure the conditions are appropriate for the TLO action statement.]
Standard:	[Clearly state the criteria for the action statement in observable and measurable terms. The standard criteria identifies how well, completely, or accurately a process must be performed or a product must be produced. Express product standards in terms of accuracy, tolerance, completeness, format, clarity, allowable errors, or quantity. Express process standards in terms of sequence, completeness, or speed.]

1. Learning Step/Activity 1 -

Method of instruction _____
Instructor to student ratio is __:____.
Time of instruction __:____
Media _____

a. [The actual instruction begins here. Present the material in the sequence it is to be trained.]

(1)

(2)

b.

NOTE: Conduct a check on learning and summarize the learning activity.

2. Learning Step/Activity 2 -

Method of instruction _____
Instructor to student ratio is __:____
Time of instruction __:____
Media: _____

a.

(1)

(2)

b.

NOTE: Conduct a check on learning and summarize the learning activity. Conduct a check on learning and summarize the enabling learning objective; omit if no ELO.

Transition To Next Enable Learning Objective [Delete if there is no follow on ELO. If needed, explain how the next lesson relates to this one.]

B. ENABLING LEARNING OBJECTIVE B [Delete this block if there is no ELO B.]

NOTE: Inform the students of the enabling learning objective requirements.

Action:	
Conditions:	
Standard:	

1. Learning Step/Activity 1 -

Method of instruction _____

Instructor to student ratio is ____:____

Time of instruction ____:____

Media _____

a. [The actual instruction begins here. Present the material in the sequence it is to be trained.]

(1)

(2)

b.

NOTE: Conduct a check on learning and summarize the learning activity.

2. Learning Step/Activity 2 -

Method of instruction _____

Instructor to student ratio is ____:____

Time of instruction ____:____

Media _____

a.

(1)

(2)

b.

NOTE: Conduct a check on learning and summarize the learning activity. Conduct a check on learning and summarize the enabling learning objective; omit if no ELO.

SECTION IV. SUMMARY

Method of instruction _____

Instructor to student ratio is ____:____

Time of instruction ____:____

**Review/
Summarize
Lesson**

[Provide a brief summary of the material covered in the lesson.]

NOTE: Determine if students have learned the material presented by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.

**Check on
Learning**

QUESTIONS and ANSWERS

a. [Include specific questions that the instructor can use to gage the student's performance.]

b.

(1)

(2)

Transition To Next Lesson [Delete if there is no follow on lesson. If needed, explain how the next lesson relates to this one.]

SECTION V. STUDENT EVALUATION

NOTE: Describe how the students will be tested to determine if they can perform the TLO to standard. Refer student to the Student Evaluation Plan.

Testing Requirements [Provide complete and specific details to include the method and go/no go criteria that match the criteria of the TLO. Write a full description of the test with testing conditions including special requirements that match the TLO. Use criterion referenced performance tests, developed during the analysis phase, that require the student to perform the action identified in the TLO. Ensure that the rating scheme is appropriate for the target audience and the actions being evaluated.]

NOTE: Rapid, immediate feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer student's questions about the test. Provide remedial training as needed.

Feedback Requirement [Identify possible sources of remedial/refreshers training that the student can use.]

PRACTICAL EXERCISE SHEET NO.

Title

**Task Number(s)
/Title(s)**

Introduction [Introduce the practice exercise.]

Motivator [Relate the exercise to the task(s) being trained.]

NOTE: Inform the students of the following terminal learning objective requirements.

Terminal Learning Objective At the completion of this lesson you [the student] will:

Action:	
Conditions:	
Standard:	

Safety Requirements [Omit if not required.]

Risk Assessment Level [Omit if not required.]

Environmental Considerations [Omit if not required.]

Evaluation [Explain how the exercise will be evaluated. Provide specific details. See the evaluation section of the lesson plan.]

Instructional Lead-in [Relate the exercise to the lesson.]

Resource Requirements [Identify any materials/supplies/etc. needed to complete the exercise.]

Special Instructions [Provide any information the instructor and student need to complete the exercise.]

Procedures

1. [Provide detailed instructions for completing the exercise.]
 - a.
 - b.
- 2.

Feedback Requirements [Identify possible sources of remedial/refresher training that the student can use.]

STUDENT INFORMATION SHEET

Lesson Number /Title [Identify the lesson number and titles that the sheet supports. Use this format for handouts.]

Information 1. [Provide the information the student needs. Be brief and concise but provide all the information the student needs.]

a.

b.

2.